

School Social Work Journal
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Title: Promoting parent-school involvement through collaborative practice models

Author: Lynn - C. J.; McKay - M. K.

Pages: 1-14

Abstract: Parent-school involvement represents the intersection of two major systems within which children develop. School social workers have traditionally played a role in linking home and school, with an emphasis on working with individual children and families to ameliorate problems interfering with school performance. This article proposes that school social workers have the potential to expand this role in promoting parent-school relationships by incorporating collaborative practice models into their repertoire. A substantial literature exists documenting the importance of parents' supportive activities, both at home and at school, for influencing children's academic performance and emotional well-being. Research examining predictors of parent involvement indicates that family- and school-level factors can facilitate or impede parent participation in schools. Ecologically based collaborative models for promoting parent involvement are considered, and strategies for developing collaborative approaches to parent-school involvement are discussed.

Title: When is mentoring not helpful for students living in foster care?

Author: Altshuler - S. J.

Pages: 15-29

Abstract: This research evaluated the effectiveness of a semester-long mentoring program, implemented by school social workers, for middle school students living in foster care. The primary objective was to improve the educational functioning of these at-risk students through the use of a school-based mentoring program designed by school social workers. All students living in foster care in 2 middle schools were randomly assigned to either the control or the experimental group. Statistical analyses of pre- and post-test measures of grades, absences, disciplinary referrals, behavior, and attitudes toward school showed that this mentoring program did not have a significant impact on the students' functioning. Further analyses revealed wide variations in the implementation of the independent variable. Findings suggest that differences in implementation may predict levels of student satisfaction and program effectiveness and highlight the need for careful design, implementation, and evaluation of progress.

Title: The casual relationship between learning disabilities and juvenile delinquency

Author: Thompson - A. M.

Pages: 30-40

Abstract: Does a link or a relationship between learning disabilities and juvenile delinquency exist? A review of the literature on this subject suggests that there are casual relationships between the two. Adolescents who have learning disabilities frequently participate in delinquent and antisocial behaviors. Conversely, many adolescents in the juvenile justice system exhibit symptoms of learning disabilities. Evidence indicates that both juvenile delinquents and nondelinquent adolescents with learning disabilities lack appropriate social skills. This review will address the issues of what constitutes juvenile delinquency, what is considered a learning disability, the relationship between the two, interventions that school social workers have used

with these students, and suggestions for further research on this topic.

Title: Integrating grief work and therapeutic riding for elementary school students.

Author: Merlone - L.; Greene - C.

Pages: 41-49

Abstract: A group counseling format and therapeutic riding sessions were combined to help elementary school students cope with the death of a loved one. Descriptions of the counseling sessions and riding lessons are included. Positive feedback and resultant behavioral changes indicated that therapeutic riding combined with group counseling appears to be a promising approach.

Title: The narrative social history interview guide: Therapeutic processes in a data gathering task.

Author: Wood - G. G.; Frey - A.

Pages: 50-65

Abstract: Narrative practices have been getting increasing attention in the social work literature. This paper describes and illustrates a beginning effort to develop a narrative interview guide for taking a social history. The Narrative Social History Interview Guide described in this article drives a transformative therapeutic process even as it yields the information required by assessment teams and special education teachers. The narrative social history described and illustrated here is based on 6 narrative social work principles: (a) externalizing, (b), mapping the influence, (c) dislodging, (d) seeking counter-acts, (e) anchoring, and (f) thickening.